

Newham Community Learning - Public Sector Equality Duty and Objectives

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Applies to: Newham Community Learning

Approved by: Trust Board, September 2022



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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
Sept 2021	NCST Trust level Public Sector Equality Duty and Objectives in place	v1.0
Sept 2022	Reviewed, updated and released as a Newham Community Learning Policy	v.1.1

1.2. Review and approval

The Public Sector Equality Duty and Objectives applies to the whole Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

It is reviewed in line with the Trust Policy Review Schedule.



2. Newham Community Learning - Public Sector Equality Duty and Objectives

2.1. Introduction and purpose

Central to Newham Community Learning's (NCL)'s ethos is a commitment to the provision of an inclusive education for all the young people served by its schools. Our Trust serves and celebrates the diverse community of Newham, which is reflected in the staffing and intake of all our schools.

Staff, students, trustees and governors work together to ensure equality of opportunity is available to all members of the school community. This requires both an understanding and removal of barriers which could lead to unequal outcomes for different groups of students within our Trust. We will ensure that for all members of our community, we celebrate and value their achievements and strengths.

Across NCL, equality permeates all aspects of school life, it is the responsibility of every member of the Trust and wider community to ensure that every member of the Trust community feels safe, secure, valued and of equal worth.

As a public body, we are committed to ensuring that we meet our obligations under the PSED (Public Sector Equality Duty). In summary, these are:

- *Eliminating discrimination;*
- *Advancing equality of opportunity; and*
- *Fostering good relations*

Each of these key areas is addressed in this document.

Specifically, we meet our obligations by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and all other conduct prohibited by the Equality Act 2010 and advance equality of opportunity between all members of our community;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.



Inclusivity is at the heart of our approach as a Trust. We recognise that some students and their families struggle more than others against disadvantage and discrimination. The pursuit of equal opportunities is at the heart of our determination to provide an excellent service for all our students and their families. We are equally committed to ensuring equality for everyone who works for us.

In everything we do, we shall be governed by the principles of fairness, justice and the recognition of personal worth. We are committed to ensuring that all schools part of NCST are environments where we can learn and work together in harmony, free from harassment, prejudice and discrimination.

The individual programmes of study (curriculum) at all our schools are designed to ensure that they meet the needs of all our students. Our schools all provide a broad, challenging and inclusive education for life, in secure and happy environments - whether these are single sex or co-educational settings. We equip our students with the confidence, skills and understanding they need to make a positive and informed contribution to society, as independent, self-motivated and successful young people who are aware of the inequalities in society and have the confidence to challenge these and change things for the better.

2.2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination and sets out the 'protected characteristics' that qualify for protection from discrimination as:-

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment .

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), require schools to (a) publish an annual information to demonstrate how they are complying with the Public Sector Equality Duty and (b) to publish a set of Equality Objectives (to cover a period of four years). This document is takes the



guidance provided in the Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#) into account.

The Act introduced a single Public Sector Equality Duty (PSED). The combined equality duty has three main elements which have been outlined in the previous section.

As a Trust, the board is responsible for reviewing and agreeing the equality objectives of all schools. Given that each of our schools serves a unique community, although there are common themes, each school has developed its own objectives in order to best support its students. These are available in the annexes as follows (further details are provided on each individual school website):

- [Annex 1 - Eastlea Community School - Equality Objectives: 2020 - 2024](#)
- [Annex 2 - Lister Community School - Equality Objectives: 2021 - 2025](#)
- [Annex 3 - Rokeby School - Equality Objectives: 2019 - 2023](#)
- [Annex 4 - Sarah Bonnell School - Equality Objectives: 2019 - 2022](#)
- [Annex 5 - Portway Primary School](#)
- [Annex 6 - Selwyn Primary School](#)

2.3. Roles and responsibilities

2.3.1. The Trust Board will

- Ensure that the equality objectives developed by each school support the aims of the Trust;
- Confirm that the objectives developed at each school are published on the school websites, and that staff are made aware of them so that they can be incorporated into everyday practice;
- Confirm that each set of objectives includes a review date of at least every 4 years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO and the school Headteachers.

2.3.2. The Local Governing Body at each school will

- Via the Trust's communication systems and as per the scheme of delegation, be advised of this document; and
- Will monitor and review the school's achievement of the stated objectives.

2.3.3. The Headteacher at each school will

- Ensure that the school vision and ethos promotes equality of opportunity;



- Promote knowledge and understanding of the equality objectives amongst staff and students;
- Monitor success in achieving the objectives and report back to school governors; and
- Share practice with other schools via the structures in place to facilitate this.

All Trust staff are expected to have regard to this document and to work to achieve the objectives in place at their school as set out in the annexes to this document.

2.3.4. At each school, the designated member of staff for equality will

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students;
- Report back to the local governing body re progress towards the objectives;
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary; and
- Work with colleagues at other Trust schools to share and develop professional practice.

2.3.5. All staff will

- Be expected to have regard to this document and to work to achieve the objectives as set out in the relevant annex.

2.4. Provision 1 - eliminating discrimination

The Trust and all its schools are aware of their obligations under the Equality Act 2010 and ensure that their practice complies with with non-discrimination provisions.

Where relevant, our Trust and school policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Each school has a designated member of staff for monitoring equality issues, which are also reported to the local governing bodies. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. They also, working with colleagues across the Trust, develop and deliver equalities training.

2.5. Provision 2 - advancing equality of opportunity



As set out in the DfE guidance on the Equality Act, our schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times); and
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, all our schools will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying); and
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

2.6. Provision 3 - fostering good relations

Our schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school councils/pupil voice groups have representatives from different year groups and are formed of pupils from a range of



backgrounds. All pupils are encouraged to participate in the schools' activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures; and

- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

In addition, each of our schools works to ensure that they meet the needs of their specific communities, and design appropriate interventions, policies and processes.

2.7. Equality considerations in decision making

At both Trust level, as well as at the level of each individual school, we ensure that we have due regard to equality considerations whenever significant decisions are made.

At both Trust and school-level decision making, we always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls (where appropriate for our co-educational settings)

Our schools keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

2.8. Equality across the curriculum and our extended opportunities offerings

As at Trust, school leaders meet to share practice around the development and teaching of the whole school curriculum. Although there are many similarities, each of our schools develops and delivers its own tailored curriculum. All are designed to stimulate curiosity and to develop a love of learning, and are relevant and appropriate for all students. Lessons, clubs, events and visits are planned and delivered in a way that is closely matched to different learning needs and interests, so that all students can make the best possible progress and enjoy learning.

Specifically, all our schools ensure that:



- Planning reflects our commitment to equality in all subject areas and themes promoting positive attitudes to equality and diversity;
- Students will have opportunities to explore concepts and issues relating to identity and equality;
- Steps to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered;
- They provide opportunities for students to access qualifications which recognise attainment and achievement and promote progression;
- They have an inclusive and rich curriculum offer to meet the needs of all learners; and
- Through a range of activities in Form Time and in subjects such as RE and Citizenship, all our schools promote tolerance, friendship and understanding of a range of religions and cultures.

Clubs, societies, and links with external organisations all support these aims. The detail around this school-specific provision is available in local school policies - all of which are shared across the Trust.

This work helps ensure that our schools are engaging, stimulating environments where our students can learn, grow and develop into valuable members of their community and society at large.

Curriculum development and delivery is supported by the work of a comprehensive pastoral offer at each school and well-understood behaviour policies - tailored to meet the needs of each school community.

2.9. Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds and the experience of young people without stereotyping any group;
- Use materials to promote a positive image of and attitude towards disability, and disabled people
- Promote attitudes and values that challenge discriminatory behaviour;
- Provide opportunities for students to appreciate their own gender, culture and religion and celebrate the diversity of other cultures;



- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Seek to involve all parents in supporting their child's education;
- Take account of the performance of all students when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of students; and
- Identify resources and training that support staff development.

2.10. Monitoring

This document is reviewed by the schools and presented to the Trust Board at least every 4 years. Once approved, it is published on the Trust's website.

Each school also publishes its objectives and reporting against the achievement of these.

2.11. Links to other school policies

We ensure that the commitments embodied in our equality statement permeate the full range of our Trust and school level policies and practices:

- School accessibility plan
- Inclusion Policy
- Equal opportunities
- Progress and achievement
- Behaviour
- Personal development and pastoral care
- Teaching and learning
- Student and staff induction
- Admissions and attendance
- Curriculum
- Staff recruitment and retention
- Governor and staff training and development
- Partnerships with parents, carers and communities
- Visits and visitors
- Staff appraisal and performance management



2.12. Annex A - Eastlea Community School equality objectives: 2021 - 2024

Eastlea Community School joined NCST on the 1st January 2021, with a number of challenges. The school's equality objectives specifically reflect this context and provide a summary of the issues that the school's leaders (who joined the school from other NCST schools) are most concerned about. The school has developed an action plan with strategies and interventions to tackle some of these concerns.

Challenge A – Progress and achievement is our central concern and equality issue

Our primary concern is that all individuals, irrespective of their background, make good academic progress in order for them to secure good qualifications, to have the choice to a career and become worthwhile global citizens. Given the low starting point of most of our students, they are required to make exceptional progress to 'close the attainment gap' to that of others. Without this progress our students will not have the equality of opportunity to progress and receive similar opportunities post 16.

Given this context, we have a great deal of strategies to address this equality issue, some of which are detailed below:

- Operate an extended school day through targeted interventions for exam year groups;
- Analyse progress data of individuals and the various discrete groups, write evaluations, and create action plans at a departmental level and school level, to ensure that there are interventions to support students at risk of underachieving;
- Silent reading in lessons to boost literacy and engender a love of reading;
- Ensure that all teachers plan for progress;
- Planned interventions for students who are making insufficient progress or who are failing to meet the required standards; and
- Provide interventions for students who are facing difficulties at home or are struggling with their own behaviour.

Challenge B - High quality of teaching from all teachers is a central equality issue

Given this area of concern we want to ensure high quality of teaching and learning across every department/class for every member of staff. We hope to secure excellent outcomes for all our students by ensuring that every teacher is consistently teaching lessons of a high quality and every student can be sure of having an equal opportunity of achieving and making good progress. This is



a real challenge but a very important one. In short, every student should expect to have the same chance of securing a good grade no matter who teaches them.

We do this through the following:

- Embedding co-planning within year groups across all year groups, so that all teachers learn together and this can ensure consistent and high quality resources and activities;
- Training for staff is part of our weekly cycle and the focus is teaching and learning;
- A support programme for colleagues whose teaching is judged to require improvement; and
- Analysis of attainment and progress across and within departments by gender, ethnicity etc.

Challenge C - Exemplary standards of behaviour are central equality issue

Whilst teaching and learning is our primary concern, we also want to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not interrupted.

No student should be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all students to learn. However, we are also keen to ensure that no group receives discrimination through disproportionate and unfair sanctions or rewards. We recognise that behaviour is a form of communication and that high quality intervention can support a student in improving their behaviour and life outcomes. Therefore, there will need to be close analysis of rewards and sanction, including exclusion data. At Eastlea we are determined that no groups or individual students receives discrimination or treated unfairly. We want all our students to be treated equally and fairly.

Some of our strategies are as follows:

- An introduction and embedding of the Eastlea Expects;
- A comprehensive staff duty rota to ensure students are supervised within unstructured times;
- A comprehensive rewards and sanctions system (ClassCharts) which embed our core values;
- Five non-teaching staff who support our students pastorally and help them to express and deal with their emotions and difficulties around behaviour; and
- An analysis of all sanctions and rewards data by individual students, discrete group, teacher etc.

Challenge D - Outstanding attendance and punctuality are key equality issue



Central to raising standards in teaching and learning, behaviour and our students' achievement and progress, we want to ensure all students can fulfil their potential outstanding attendance and punctuality. We are aware that students need to attend school regularly in order to benefit from our provision at Eastlea.

We also understand that poor attendance and punctuality to school and lessons leave students vulnerable to falling behind. Students with poor attendance and punctuality at Eastlea tend to make progress below that of other students with good attendance (95% or above).

Some of our strategies to tackle attendance and punctuality are as follows:

- Promote good attendance and reduce absence, including persistent absence;
- Act early to address patterns of absence and punctuality;
- Assist parents/carers to perform their legal duty by ensuring their child attends regularly;
- Develop a simplified flowchart of Whole School Attendance and Procedures;
- Create a Google Dashboard that reports the daily attendance for all students including vulnerable and 'at risk' students including MPA, PP, MAS, SEND, Year Group, Gender, vulnerable groups etc;
- Lead staff training and development during INSET/Learning Days/Twilights about relevant attendance procedures and expectations;
- Provide half termly whole school attendance reports on student absence for SLT, ALs and Tutors by year group to include: Gender, Absence code, MPAs, Ethnicity, etc; and
- Update and review Attendance Policy to ensure it is in line with DfE and LEA policies and practice.



2.13. Annex B - Lister Community School equality objectives: 2021 - 2024

Equality Objective 1: Ensure that Lister Community School is a school where neither students, nor staff face discrimination.

To achieve this objective we plan to:

1. Maintain a zero-tolerance approach to any peer on peer discriminatory behaviour as outlined in our behaviour policy.
2. Organise annual training for staff and governors to remind them of their responsibilities under the Equality Act 2010.
3. Appoint an equality link governor to work alongside the designated member of staff for monitoring equality issues.
4. Remind staff annually of how to report any acts of discrimination as outlined in the whistleblowing policy and ensure that any allegations of discrimination are taken seriously and are dealt with in line with 'Newham Model Disciplinary Policy and Procedure for Schools'.
5. Ensure where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
6. Address unconscious bias through training and wider reading for staff and students.

Lister Community School Equality Objective 2: Foster good relations between all members of the school community so that each and every member of the school community is able to feel valued and safe and thus participate fully in school life.

To achieve this objective we plan to:

1. Review our RSHE and SMSC curriculums to ensure that we are maximising opportunities to encourage tolerance and respect for our diverse school community.
2. Ensure effective use of assemblies and the tutor time programme to promote whole school celebrations of national and international celebrations.
3. Re-establish the role of Anti-Bullying Ambassadors and the school council to support the functioning of a cohesive and democratic school community.
4. Create a staff working group which aims to work towards diversification and decolonisation of the school curriculum.
5. Strengthen links with parents and re-establish links with the local community lost during the Covid-19 pandemic.
6. Monitor and promote the involvement of all groups of students in the extra-curricular life of the



Lister Community School Equality Objective 3: Advance equality of opportunity for both students and staff.

To achieve this objective amongst staff we plan to:

1. Maintain a wide range of pathways into teaching, from Schools Direct to the HLTA programme, to encourage diversity within the school and the wider teaching workforce.
2. Offer a wide range of professional development opportunities, which is also targeted.
3. Create a support staff appraisal system.
4. Review application and recruitment process to identify any ways to promote absolute equality of opportunity at the point of application e.g. ensuring that the 'Equalities and Diversity Monitoring Information' Form is removed from all completed application forms before handing to senior colleagues for shortlisting.
5. Endeavour to ensure diversity in the staff body, especially in leadership roles.

To achieve this objective amongst students we plan to:

1. Ensure that the pastoral system effectively explores a wide range of intervention for students in order to eliminate the gap between groups of students who receive Fixed Term Exclusions or Permanent Exclusions.
2. Ensure monitoring and accountability systems are in place to track and monitor progress of all students and therefore narrow the progress gaps between groups with protected characteristics and those without, especially students eligible for free-school meals and students with special educational needs and disabilities.
3. Ensure a high quality and consistent approach to teaching and learning, underpinned by the great teaching toolkit alongside monitoring and accountability systems to ensure that where teaching is not at least good appropriate action is taken.
4. Ensure teachers are aware of the needs of their learners and plan carefully in order to meet these needs.
5. Work with external partners in order to provide assessment for exams access arrangements.
6. Eliminate the attendance gaps which exist between key groups of students.



2.14. Annex C - Rokeby School equality objectives: 2019 - 2023

Equality objective 1: To ensure that all students are able to access and attempt appropriate homework.

Why we have chosen this objective:

- Appropriate homework can support and accelerate learning for students. It is an opportunity for students to work at their own pace to progress their learning. This is a particularly important issue for our many students who arrive as mid-phase admissions from abroad and need to catch up on the UK curriculum.
- Through monitoring and book scrutinies, we have found that there are variable homework completion rates across subjects and year groups.
- Feedback from student and parent/carer voice sessions and ethnolinguistic parent/carer meetings has identified homework as an area for development.

To achieve this objective we plan to:

- Ensure all students and their parents/carers understand how to and are able to access Show My Homework
- Monitor the homework set to ensure all students are able to complete homework related to their learning.
- Monitor student responses to homework that is set.
- Offer homework support in homework clubs.

Progress we are making towards achieving this objective:

- To facilitate remote learning, school has adopted Google Classroom.
- A remote learning timetable was in place and staff held 1,484 online lessons during lockdown.
- A remote learning timetable has been put in place to ensure students have access to learning if bubbles have to self-isolate.
- Staff have supported all students to join the relevant Google classrooms. Where necessary, the Inclusion team has contacted students by phone to talk to them and their parents through the process of accessing the remote learning sessions.
- Homework is now set on both Show My Homework and Google Classroom.
- Details of how to access both are on the website and in student planners
- We are not running before/after school activities including Homework Club currently. Provision is under review for targeted groups of students.
- Teaching assistants are attending remote Google Meets lessons to better support target students
- Student attendance at remote sessions is increasing
- Middle leader meetings this year will have a focus on the analysis of the quantity and quality of homework set and sharing best practice on providing students with feedback on the homework they produce



Equality objective 2: To raise awareness of and reduce the stigma attached to mental health issues and ensure that all students and staff are able to access appropriate support for their mental health when they need it.

Why we have chosen this objective:

- Mental health issues are a significant cause for concern for everyone but especially for young men.
- To develop resilience for long-term challenges our students may face.
- A contributing factor to people not accessing the support they need is the stigma that surrounds mental health.

To achieve this objective we plan to:

- Ensure that staff are aware of the issues and where they can signpost students and colleagues who are struggling with their mental health.
- Work to embed an ethos of understanding and support for mental health issues among the school community.
- Work towards achieving the WAS (Wellbeing Award for Schools) Mental Health Award.

Progress we are making towards achieving this objective:

- School continues to work with a range of outside agencies to support mental well being for students and staff
- School counsellor from the Anna Freud Centre worked one day per week in the academic year 2019-20; same level of support planned for 2020-21.
- School has subscribed to SAS –This is a free service that allows staff to use up to 11 different aspects to help/improve their health & wellbeing.
- Wellbeing Awareness School Award (WAS) – Due to lockdown, we have been given a 6 month extension to complete the award, at the moment we are on track to achieve a bronze award.
- School continues to work with HeadStart to promote resilience.
- Targeted students have had 4 different types of intervention all targets at mental health and well-being, which are Bloom project, Diana award, 1-to-1 sports mentoring and headstart champions.
- SLT has received training from BUPA, paused amid Covid but links retained to establish when able and appropriate.
- In-school mentoring was paused during lockdown, but starting up again Autumn Term 2020
- Throughout lockdown, vulnerable families were contacted weekly for a welfare check
- All parents and students received a well-being pack in lockdown.
- Kooth is advertised on the school website and newsletters



- Mental health guidelines were produced
- Mental health lead identified – Ian Virk.
- Twilight session on wellbeing held 22.10.2020
- MAT NQT/BT session held - regarding mental health and well-being
- A school Wellbeing Council has been established - the council has planned a variety of different events, fund raisers, competitions and sport games for the staff throughout the year. The council is an ongoing development.
- Celebrated important mental health days, such as, #HelloYellow, children's mental health week.
- Mental health embedded into staff agendas and school assemblies



2.15. Annex 4: Sarah Bonnell equality objectives: 2019 - 2023

Our school identifies objectives each year to help focus our attention on the work we do to drive equality and celebrate diversity. These are reviewed each year through consultation with staff, students and governors.

Objective 1: *To review the curriculum to ensure all students have access to a broad and balanced curriculum that inspires success for all students regardless of their starting point.*

Why we have chosen this objective: To ensure our curriculum is broad and balanced, inspires and provides challenge and opportunities to our students.

To achieve this objective, we plan to: Review the curriculum taking into consideration an increasing roll in Year 9 and make the appropriate changes.

Objective 2: *To drive an effective whole school monitoring system for specific student groups focus for each term.*

Why we have chosen this objective: To raise the profile of specific key groups (SEND, PP and those from focus ethnic groups) and to drive whole school progress.

To achieve this objective, we plan to: Have the focus group on the calendar and moderation sessions in Curriculum Area time. Use of teaching and learning briefings.

Objective 3: *To develop the Appraisal process to ensure that career progression and aspirations of all staff are known, supported and planned for in advance.*

Why we have chosen this objective: To ensure all staff have access to a fair and equitable appraisal process that recognises the achievements of all staff.

To achieve this objective, we plan to: Appraisal process to be refined and developed; Middle Leaders to be trained as appraisers and Google Drive folder set up with all resources required including model Objectives, Impact and Overview Statements. Annual Pay letters to be sent to all staff in advance of the Review Meetings to ensure all staff are clear about the process.

Objective 4: *To develop a form time curriculum that delivers the core subjects of the PSHE Association: health and wellbeing, relationships and living in the wider world. Through these core themes, our form time curriculum promotes leadership, wellbeing, resilience and spiritual, moral, social and cultural aspects of education.*



Why we have chosen this objective: Form time is an integral part of the school day and we know the importance of providing a well-structured and purposeful start to the day.

To achieve this objective, we plan to: Plan and deliver a well-structured programme across all year groups using the core subjects of the PSHE Association.

Objective 5: *To review and develop a range of ways (whole school events, parent workshops, parent's evenings, learning conversations, pathway interviews) to increase the engagement of parents from across our school community.*

Why we have chosen this objective: We understand the importance of working in partnership with parents and the impact this can have on the progress a student makes in school. We understand the need to have a variety of different ways of engaging with parents so they can contribute to their child's education.

To achieve this objective, we plan to: Review and trial new ways of conducting parent's evenings, run parent workshops on a range of different issues. Invite parents to a range of whole school events.



2.16. Annex 5 - Portway Primary School - Equality Objectives and Action Plan - 2020 - 2024

[Please click on this link to view.](#)

2.17. Annex 6 - Selwyn Primary School - Equality Objectives and Action Plan - 2020 - 2024

[Please click on this link to view.](#)

